

TEACHER CHARTER SCHOOL SURVEY: SPRING, 2006
When thinking about your charter school, how would you respond to the following questions? (Mark one answer only)

- | | <i>Very
dissatisfied</i> | <i>Dissatisfied</i> | <i>Somewhat
dissatisfied</i> | <i>Somewhat
satisfied</i> | <i>Satisfied</i> | <i>Very
satisfied</i> |
|--|------------------------------|------------------------------|----------------------------------|-------------------------------|--------------------------|-----------------------------|
| a. Overall how satisfied are you with this charter school? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <i>Poor</i> | <i>Fair</i> | <i>Good</i> | <i>Very good</i> | <i>Excellent</i> |
| b. How would you rate overall the quality of education? | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <i>Not at all
likely</i> | <i>Not very
likely</i> | <i>Somewhat
likely</i> | <i>Very
likely</i> | <i>Extremely
likely</i> |
| c. How likely are you to recommend the school to friends and colleagues? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. How likely are you to return to the school next year? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section 1: School and Classroom Climate
1. Please indicate the extent to which you agree or disagree with the following statements about your school this school year (2005-2006)? (Mark one square in each row)

- | | <i>Strongly
disagree</i> | <i>Disagree</i> | <i>Somewhat
disagree</i> | <i>Somewhat
agree</i> | <i>Agree</i> | <i>Strongly
agree</i> |
|--|------------------------------|--------------------------|------------------------------|---------------------------|--------------------------|---------------------------|
| a. I can see real continuity from one program to another in this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Many special programs come and go in this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Once we start a new program, we follow up to make sure that it's working. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. There are so many different programs in this school that I can't keep track of them all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Most changes introduced at this school have little relation to teachers' and students' real needs and interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Most changes introduced at this school help promote the school's goals for learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Most of my colleagues share a focus on student learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Teachers respect other teachers who take the lead in school improvement efforts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Many teachers openly express their professional views at faculty meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Most of my colleagues share my beliefs and values about what the central mission of the school should be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Teachers at this school trust each other. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Teachers at this school are willing to question one another's views on issues of teaching and learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. We do a good job of talking through views, opinions, and values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Teachers are expected to continually learn and seek out new ideas in this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Teachers are encouraged to take risks in order to improve their teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

School No.

Respondent

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2. Please indicate the extent to which you agree or disagree with the following statements about teachers in your school this year (2005-2006)? (Mark one square in each row)

Teachers in this school....	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
a. Expect students to complete every assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourage students to keep trying even when the work is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Set high expectations for academic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Think it's important that all students do well in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate the extent to which you agree or disagree with the following statements about your school this school year (2005-2006)? (Mark one square in each row)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
a. This school uses a multi-faceted approach to maintain a high level of student attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers and administrators practice management and supervisory techniques that keep students on task and minimize disruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students are engaged during the vast majority of class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School events are scheduled to avoid disruption of learning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student pullouts for academic or non-academic purposes from regular classes are minimized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students can get extra help from school outside regular hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What grade(s) do you currently teach? (Mark all that apply)

- ☐ Pre-K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

We recognize you may be teaching more than one grade level and your approach may be different for different grade levels. Please answer the survey questions based on what is typical of your teaching overall.

5. Which category best describes the way the majority of your teaching at your school is organized? Mark all that apply.

- ☐ I teach multiple subjects to the same class of students.
☐ I teach courses in a single subject to several different classes of students.
☐ I share instructional responsibilities with one or more teachers in teaching multiple subjects to a shared group of students.
☐ I provide instruction (e.g., remedial mathematics) to certain students, who are released from their regular classes.
☐ I may teach in more than one of the above arrangements in a single day.
☐ Other: (Specify):

6. In a typical week during this school year (2005-2006), how many students do you teach in total? (Write in a number)

students in total

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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7. In a typical week, how many students do you teach mathematics or reading/language arts/English?
(Write a number in each row)

- a. Mathematics students
- b. Reading/Language Arts/English students

8. Which of the following limit you in how you teach your most typical class this school year (2005-2006)?
(Mark one in each row)

	<i>None at all</i>	<i>Very little</i>	<i>Some</i>	<i>A moderate amount</i>	<i>A great deal</i>
a. Low morale among fellow teachers/administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students who come from a wide range of backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Threat(s) to personal safety or safety of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The noise level in the school building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lack of professional support staff (e.g., counselors, specialists).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lack of time to prepare for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. High student/teacher ratio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students with different academic abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Uninterested students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Disruptive students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Parents uninterested in their children's learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Shortage of computer hardware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Shortage of computer software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Shortage of other instruction equipment for students' use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Shortage of equipment for your use in demonstrations and other exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Inadequate physical facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Low morale among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Teacher turnover in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent do teachers in this school use data for each of the following purposes? (Mark one square in each row)

	<i>Data not used in this way</i>	<i>Data used minimally</i>	<i>Data used moderately</i>	<i>Data used extensively</i>
a. Identifying individual students who need remedial assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Setting learning goals for individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tailoring instruction to individual students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing recommendations for tutoring or other educational services for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assigning or reassigning students to classes or groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying and correcting gaps in the curriculum for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Encouraging parent involvement in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying areas where teachers need to strengthen their content knowledge or teaching skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Determining topics for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Setting school improvement goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
School No.		Respondent	

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10. To what extent do you agree or disagree with each of the following statements about improvement efforts in your school? (Mark on square in each row)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
a. This school uses innovative strategies to improve student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers in this school are dedicated to using best practices for improving student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Our instructional program is unique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The staff in this school works together to implement innovative approaches to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers in this school are willing to take risks to try new instructional approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. We are dedicated to making changes in our school that focus on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The instructional approaches we use are based on research evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers in this school experiment with new ideas for teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The instructional improvement program in this school is ground breaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. This school has a school-wide philosophy of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. To what extent do you agree or disagree with each of the following statements? (Mark one square in each row)

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
a. I am capable of making the kinds of changes expected in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The kinds of changes expected in this school are helping my students reach higher levels of achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I strongly value the kinds of changes expected in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. If I try really hard, I can get through to even the most difficult and unmotivated students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am uncertain how to teach some of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My students' peers influence their motivation more than I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Most of a student's academic performance depends on the home environment. So I have limited influence on my students' achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Think about the leadership your principal has provided at your school this school year (2005-2006). To what extent do you agree or disagree with each of the following statements about your principal's leadership? (Mark one square in each row)

The principal in this school...	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
a. Clearly communicates expected standards for reading/ language arts and English instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Clearly communicates expected standards for mathematics instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Carefully tracks student academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Knows what is going on in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Encourages teachers to raise test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Actively monitors the quality of mathematics instruction in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Actively monitors the quality of reading/language arts or English instruction in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Somewhat disagree</i> | <i>Somewhat agree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| h. Works directly with teachers who are struggling to improve their instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Makes clear to the staff his or her expectations for meeting instructional goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Communicates a clear vision for our school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Monitors classroom instruction to see that it reflects the school's goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Evaluates teachers using criteria directly related to the school's improvement efforts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. How much influence do teachers in this school have over school policy in each of the areas below?
(Mark one square in each row)

- | | <i>None at all</i> | <i>Very little</i> | <i>Some</i> | <i>A moderate amount</i> | <i>A great deal</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Hiring professional staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Planning how discretionary school funds should be used. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Determining which books and instructional materials are used in classrooms. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Establishing the curriculum and instruction program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Determining the content of in-service programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Setting standards for student behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Determining goals for improving the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. How much influence do the State Department of Education, district administrators, your school principal, and teachers in your school have on the following decisions? (Mark one square in each row)

Selecting Curriculum Materials (e.g., Textbooks)....

- | | <i>None at all</i> | <i>Very little</i> | <i>Some</i> | <i>A moderate amount</i> | <i>A great deal</i> |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. State Department of Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. District administrators and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. School principal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Determining the Content of Professional Development for Teachers.....

- | | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| f. State Department of Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. District administrators and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. School principal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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School No.

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Respondent

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15. How much do you agree or disagree with the following statements about the objectives for instructional improvement efforts in your school? (Mark one square in each row)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
a. There is a detailed plan for improving instruction in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The steps for improving instruction are carefully staged and sequenced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Steps that teachers should take to improve their teaching are clearly outlined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have been exposed to many examples of the kinds of work that is expected of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have been exposed to many examples of the kind of teaching that is expected in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section II: Professional Development

Professional development refers to all activities intended to help teachers develop and improve their content knowledge and classroom instruction. Examples of professional development activities include mentoring programs and coaching in addition to more traditional activities such as internships, workshops, conferences, institutes, and college courses. These may be conducted within the school or outside the school setting.

16. During this school year (2005-2006, including summer 2005), how many of the following types of professional development activities did you participate in? (Check one square in each row)

	<i>None</i>	<i>1-2</i>	<i>3-5</i>	<i>6-10</i>	<i>>11</i>
a. Conferences lasting two days or longer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Institutes (i.e., an intensive course of instruction on a particular topic or set of topics) lasting two days or longer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A series of connected workshops lasting two days or longer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Workshops lasting one day or less.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Courses for college credit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Internships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. During this school year (2005-06, including summer 2005), how frequently did you engage in each of the following professional development activities? (Mark one square in each row)

	<i>Never</i>	<i>Once or a few times a year</i>	<i>Once or twice a month</i>	<i>Once or twice a week</i>	<i>Daily or almost daily</i>
a. Planned lessons with other teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Consulted with other teachers about individual students (e.g., discussing specific students and arranging appropriate help).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Exchanged feedback with other teachers based on classroom observations (e.g., a teacher's observation of your class, your observation of another teacher's class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Exchanged feedback with other teachers based on student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Acted as a formal or informal coach or mentor to other teachers or staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Received formal or informal coaching or mentoring from other teachers or staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Was observed/evaluated by the school's principal or another teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | Never | Once or a few times a year | Once or twice a month | Once or twice a week | Daily or almost daily |
|--|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| h. Participated in a learning community (e.g., teacher collaborative, network, or study group). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Participated in a district or school committee focused on curriculum, instruction, or student assessment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Visited other schools to observe classroom teaching and learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. During this school year (2005-06, including summer 2005), about how many hours of professional development did you receive in each of the following areas? (Mark one square in each row)

- | | None | 1-5 hours | 6-24 hours | 25-40 hours | 41-80 hours | More than 80 hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Instructional strategies for teaching reading/language arts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. In-depth study of topics in reading/language arts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Instructional strategies for teaching mathematics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. In-depth study of topics in mathematics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Instructional strategies <u>or</u> in-depth study of topics in other academic subjects (e.g., science, social studies, foreign language, etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Instructional strategies for limited English proficient students and English as a Second Language students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Instructional strategies for students with individualized education programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Preparing students to take the annual state assessment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Analyzing and interpreting student achievement data. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Classroom and behavior management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Use of technology to improve classroom instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Use of appropriate assessment accommodations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19. Thinking of all the different professional development activities that you participated in during this school year (2005-06, including summer 2005), approximately how many total hours did you spend in professional development? (Write the number of hours)

- | | | |
|--|--|-------|
| a. How many hours were spent on professional development? | <div style="border: 1px solid black; width: 100px; height: 25px;"></div> | hours |
| b. How many hours were focused on reading/Language Arts/English instruction? | <div style="border: 1px solid black; width: 100px; height: 25px;"></div> | hours |
| c. How many hours were focused on mathematics or mathematics instruction? | <div style="border: 1px solid black; width: 100px; height: 25px;"></div> | hours |

20. In your professional development activities during this school year (2005-06, including summer 2005), how often did the following occur? (Mark one square in each row)

- | | Never | Rarely | Occasionally | Fairly often | Often |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Participants observed demonstrations of teaching techniques. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Participants practiced what they learned and received feedback. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participants led group discussions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Participants conducted a demonstration of a lesson, unit or skill. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Participants developed and practiced using student materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Participants reviewed student work or scored assessments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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21. During this school year (2005-06, including summer 2005), how often did you participate in professional development activities in the following ways? (Mark one square in each row)

- | | <i>Never</i> | <i>Rarely</i> | <i>Occasionally</i> | <i>Fairly often</i> | <i>Often</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I participated in professional development activities together with most or all of the teachers in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I participated in professional development activities together with most or all of the teachers in my grade level of my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

22. To what extent do you agree or disagree with the following statement about your professional development experiences this school year (2005-06, including summer 2005)? Please consider both formal (e.g., staff development) and informal (e.g., conferring with a colleague) learning experiences. (Mark one square for each row)

- | My professional development experience/s were..... | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Somewhat disagree</i> | <i>Somewhat agree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Gave me many opportunities to work on aspects of my teaching that I am trying to develop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Were coherently related to each other. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Allowed me to focus on an instructional problem over an extended period of time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Focused on too many topics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Led me to think about an aspect of my teaching in a new way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Led me to try new things in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section III: Parent Involvement

23. How often do the following kinds of contact occur between you and the parents of your students? (Mark one square in each row)

- | | <i>Never</i> | <i>Rarely</i> | <i>Occasionally</i> | <i>Fairly often</i> | <i>Often</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I require students to have their parents sign off on homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I assign homework that requires direct parent involvement or participation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I send home examples of excellent student work to serve as a model. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. For those students who are having academic problems, I provide parents with specific activities they can do to improve their student's performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. For those students who are having academic problems, I try to make direct contact with their parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. When I contact parents and ask for a face-to-face meeting, they always agree and attend. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. For those students whose academic performance improves, I send messages home to parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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24. There are many activities that involve parents in student learning. Which of the following opportunities for parent involvement are available at your school, and what percent of your students' parents participated in each during this school year (2005-06)? (Mark one square in each row)

	Not available	Fewer than 10% participate	11-25% participate	26-50% participate	51-75% participate	76-100% participate
a. Parent-teacher association/organization (PTA or PTO).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Open house, back-to-school night or other school-wide events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Science fair, math nights or other academically focused events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Education programs for parents (e.g., family literacy, homework support workshops).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School performances, athletic events or other social events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Volunteering in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. In general, how often do you contact parents about the following items? (Mark one square in each row)

	Never	Rarely	Occasionally	Fairly often	Often
a. Their child's <u>placement</u> in a particular instructional group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Serving as a volunteer in your classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Going on field trips with your class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Coming to school when there is a problem or misunderstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Serving as a volunteer in the library, clinic, playground, or cafeteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending school meetings (e.g., PTO, back-to-school nights, parent-teacher conferences, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Participating in fundraising events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How much influence do parents in this school have in the following areas? (Mark one square in each row)

	None at all	Very little	Some	A moderate amount	A great deal
a. Hiring and firing of school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Setting school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting school policies for discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How subjects are taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How the school budget is spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. What is taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Setting the school's grading policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How money is raised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Ways the school and parents work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Getting their child assigned to the teacher of their choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section IV: Your Background

27. Are you: (Mark only one square)

Female ☐

Male ☐

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28. Are you: (Mark only one square)

- a. Hispanic or Latino, regardless of race. ☐
- b. Black or African American, not of Hispanic origin ☐
- c. White, not of Hispanic origin ☐
- d. Asian or Pacific Islander ☐
- e. American Indian or Alaskan Native ☐
- f. Biracial/Multiethnic ☐
- g. Other ☐

29. Which best describes your employment status in this school system? (Mark only one square)

- a. Regular full-time teaching appointment. ☐
- b. Regular part-time teaching appointment. ☐
- c. Permanent substitute teaching appointment ☐
- d. Full or part-time administrative appointment. ☐

30. Including this year, how many years have you taught on a full-time basis? (Write a number; record whole years, not fractions or months; round up to the nearest whole number.)

Number of years

31. Including this year, how many years have you taught on a full-time basis at this school? (Write a number; record whole years, not fractions or months; round up to the nearest whole number.)

Number of years

32. What is the highest degree you hold? (Mark only one square)

- a. Associates Degree ☐
- b. Bachelor's Degree (B.A., B.S., B.E., etc.) ☐
- c. Master's Degree (M.A., M.S., M.A.T., M.B.A., M.Ed., etc) ☐
- d. Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S., etc.) ☐
- e. Other (Specify)

33. What was your undergraduate field of study? (Mark only one square)

- a. Do not have undergraduate degree ☐
- b. Education ☐
- c. English ☐
- d. Mathematics ☐
- e. Natural/Physical Sciences ☐
- f. Social or Behavioral Science (economics, history, sociology, psychology, anthropology) ☐
- g. Foreign Language ☐
- h. Other (Specify)

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34. What was your major field of study for your highest graduate degree? (For example, masters degree or Ph.D.)
(Mark only one square)

- a. Do not have graduate degree ☐
- b. Education ☐
- c. English ☐
- d. Mathematics ☐
- e. Natural/Physical Sciences ☐
- f. Social or Behavioral Science (economics, history, sociology, psychology, anthropology) ☐
- g. Foreign Language ☐
- h. Other (Specify)

35. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas? (Mark one square in each row)

	None	1-3 classes	4-6 classes	7-9 classes	10-15 classes	16+ classes
a. English or related language arts field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Methods of teaching reading, English, and/or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Methods of teaching mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. What type of certificate do you hold in your main assignment field? (Mark only one square)

- a. Not certified ☐
- b. Regular or standard state certificate or advanced professional certificate ☐
- c. Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of the probationary period) ☐
- d. Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program" ☐
- e. Temporary certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching) ☐

Other (Specify):

37. Do you teach outside this main teaching assignment field? (Mark only one square)

☐ Yes If "Yes" - Q. 38 How many class periods?

☐ No Q. 39 What subject?

Thank you for taking the time to complete this questionnaire.
We greatly appreciate your contribution to the study.

CELL at the University of Indianapolis with support in part from Lilly Endowment Inc. developed this survey in collaboration with the Mayor of Indianapolis' Charter School Office. Some of the content was adapted from the Northwest Evaluation Association Teacher and Principal Surveys.

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Respondent

